

SHREWSBURY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

Beal Early Childhood Center

SPRING 2006

DISTRICT MISSION STATEMENT

*The Shrewsbury Public Schools, in partnership with the community,
will provide students with the skills and knowledge for the 21st century,
an appreciation of our democratic tradition, and
the desire to continue to learn throughout life.*

SCHOOL MISSION STATEMENT

*The Beal Early Childhood Center mission is
to advocate for all children, support family life, and
provide a high quality developmentally appropriate educational program.*

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Part I. SIGNATURE PAGE

<u>Council Members</u>	<u>Signatures</u>
Principal: Judith L. Rogers (Co-Chair)	
Staff: Rebecca Billings (Co-Chair)	
Staff: Stephanie Halacy	
Staff: Katie Cornacchioli	
Parent: Christina Manos	
Parent: Raquel McGinnis	
PTO Co-President: Kelly Kemp	
PTO Co-President: Lisa Greene	
Community Representative: Barbara Heisler	
Community Representative: Mark Adler	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

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Part II. DEMOGRAPHICS

Enrollment and Class-size Information

Total Number of Students		423
Total Number of Classrooms		14.5
Grade/Description	Number of sections	Average Class Size
Half Day Kindergarten	15	20
Full Day Kindergarten	3	18
Grade 1	4	17
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Foreign Language		
Allied Arts		
Health		
Physical Education		
All Classes 9-12		
Core Classes 9-12		
Electives 9-12		
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Data are based on the October 1, 2005 student demographic report, which are submitted to the Massachusetts Department of Education.

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Student Information

	Percentage	
	2005-06	2004-05
Native American	.2	2
Black (Non-Hispanic)	.9	4
Asian	13.9	14
Hispanic	2.8	2.5
White	79.6	80
Title I	NA	23
Special Education	8.0	19.7
Free and Reduced Lunch	5.4	2.3
Limited English Proficient	3.0	3.1

Faculty and Staff Information

	Number	FTE
Administrators	1	1
Classroom Teachers	15	14
Instructional Specialists	4	3
Instructional Support	8	5
Instructional Aides & Techs	17	11
Secretaries	2	1

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Part III. SCHOOL HIGHLIGHTS

The Beal School community worked extremely hard in the past school year to maintain a high level of collegiality, and collaboration while defining student outcomes in an environment that encompassed budget reductions as well as limited support services. This was the first time in the history of the kindergarten program that there were less than two full time adults in the classroom. Teachers adjusted their schedules to accommodate their lessons based on less support. In the cafeteria, parent volunteers were utilized when there were reduced assistants for lunch coverage. The silver lining garnered from all of the reductions was that the staff pulled together to work as teams to share their Assistant support. This teamwork assisted teachers during the second half of the year when there was a freeze on substitute teachers, as kindergarten assistants also covered in first grade classrooms. Next year the school will have further reductions, therefore our model will be one of more sharing and increased collaboration.

We continued to use data to plan instruction and goals for our students. Funds from the full day kindergarten grant were utilized to hire literacy tutors who worked with the reading specialist to provide additional support for students not meeting grade level benchmarks. These students, identified by data, received consistent one on one and small group support throughout the year. Through the professional learning community model, staff developed pathways of possibilities for our students so that teachers had a clearly defined idea of how they could assure how to support each student to learn. The reading specialist provided weekly coaching to all classroom teachers. In first grade the focus was on reading comprehension and in kindergarten the focus was on concepts about print. All coaching sessions had follow up discussions with staff at grade level meetings. This endeavor will continue next year with the new literacy and math coach position, which will be shared with Coolidge School. Grade level meetings were all held on Wednesday as the schedule was built to provide maximum coverage on that day. The focus of kindergarten grade level meeting was to construct the standards based report card and to determine benchmarks for each standard. First grade continued to monitor the common assessments of the elementary report card and looked at student work to determine exemplars. Next year each grade level will continue to look at student work and will focus their meetings on goals determined from data and assessments. All teachers were trained to use the DRA 2, which will provide a more accurate profile of each student.

Everyday Math was implemented in both kindergarten and first grade. All professional development was designated for work in this area. The first grade teachers worked with other district first grade teachers to pace the math units and share ideas. Kindergarten teachers worked together to develop benchmark assessments as well as develop further materials Responsive Classroom strategies and techniques continue to provide a structure for classroom management in Beal classrooms.

In the 2006-2007 school year, it will be most critical for all teachers and staff to be vigilant of exemplary literacy practices. With the loss of positions of Media and Reading Specialists, it will be an even bigger challenge to provide the youngest students with the tools they need to become proficient readers. We will look to our parent community, not just to help in the classroom, but to also assure us that they will best support their children at home by continuing to read aloud to them and offer them experiences that can enrich them as readers.

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Beal School DRA Data

June 2006 DRA Scores – **Standard Benchmark Score**
 Percentage of Students **At or Above** the Benchmark

	DRA on-level	Beal
Grade K	2	90%
Grade 1	16-18	85%

June 2006 DRA Scores -**Standard Benchmark Score**
 Percentage of Students **Below** the Benchmark

	DRA on-level	Beal
Grade K	2	10%
Grade 1	16-18	15%

Tutoring Support offered through small group instruction and intensive one on one interventions. Tutors also provided guided reading instruction.

Number of kindergarten students tutored first half of year	Number of kindergarten students tutored first and second half of year	Number of kindergarten students tutored who received special education services	Number of kindergarten students tutored who reached the DRA benchmark
55	32	11	40

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School Improvement Plan Goals Summary for 2006-2007

1. Curriculum, Instruction and Assessment

- A. Maximize building resources
- B. Maximize instruction throughout the day
- C. Maintain a standards based learning environment
- D. Refine systems for transitioning students

2. Professional Development

- A. Improve math and literacy instruction
- B. Continue to implement the social curriculum

3. Respectful Community

- A. Honor the individuality of all students through a Respectful Community

4. School Space

- A. Provide overall safety to the entire Beal community

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PART IV REVIEW OF PAST YEAR (2005-2006)

1. Curriculum, Instruction and Assessment

Goal Statement 1.A: Maximize instruction throughout the day

<u>Action Step 1.A.1</u> Continue to monitor the kindergarten schedule with midday planning/consult period and maintain uninterrupted literacy blocks for grade one.	<u>Sources of Evidence</u> More opportunities to differentiate literacy and math instruction.
<u>Timeline</u> Ongoing	<u>Facilitator</u> Teachers, Assistants
<u>Evaluation/Status</u> While this was helpful, next year we will switch the FDK lunch with the first grade lunch to allow for a longer morning teaching block in first grade	

<u>Action Step 1.A.2</u> Use assistants and/or tutors as co-teachers to facilitate small group instruction.	<u>Sources of Evidence</u> Small group instructions.
<u>Timeline</u> Ongoing	<u>Facilitator</u> Assistants, Curriculum Specialist
<u>Evaluation/Status</u> Although our assistants' hours were reduced we were able to provide adequate training to offer students small group instruction. Literacy tutors were hired from funds from the Full Day Kindergarten Grant	

<u>Action Step 1.A.3</u> Parent volunteers will allow instructional continuity in classrooms. Parents can volunteer at lunchtime to enable assistants to continue to work with students.	<u>Sources of Evidence</u> Attendance sheets
<u>Timeline</u> Ongoing	<u>Facilitator</u> Principal, Curriculum Specialist, teachers
<u>Evaluation/Status</u> Parents were consistent volunteers in the cafeteria on the days that we were short FDK assistants. There was adequate supervision of students	

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Goal Statement 1.B: Balance guidelines set by NAEYC with a standards-based learning environment

<u>Action Step 1.B.1</u> Maintain appropriate class size with recommended (NAEYC) student/ teacher ratio. Explore options for continuing with Beal's accreditation. Look for budgetary support.	<u>Sources of Evidence</u> Assistants in classroom and small class size
<u>Timeline</u> Ongoing	<u>Facilitator</u> Teachers and assistants
<u>Evaluation/Status</u> NAEYC Accreditation will be maintained through full day kindergarten grant funds.	

<u>Action Step 1.B.2</u> Continue to use district benchmarks and common assessments to drive our instruction. Use these guidelines on the kindergarten standards based report card, which will be piloted this year.	<u>Sources of Evidence</u> Student work samples
<u>Timeline</u> Ongoing	<u>Facilitator</u> Teachers
<u>Evaluation/Status</u> Kindergarten teachers developed and implemented standards based progress report and report card. The elementary report card was revised.	

Goal Statement 1.C: Refine systems for transitioning students

<u>Action Step 1.C.1</u> Summer transition program for incoming kindergarteners (Get a Feel for Beal)	<u>Sources of Evidence</u> Attendance and parent/ teacher survey
<u>Timeline</u> August 05	<u>Facilitator</u> School Psychologist
<u>Evaluation/Status</u> This was quite successful as it helped students transition into kindergarten and get to know their way around the school.	

<u>Action Step 1.C.2</u> Ensure a smooth transition for students going to a new school or staying at Beal. Include all first grade class lists in the final report card.	<u>Sources of Evidence</u> Transition meetings, forms, agendas
<u>Timeline</u> Spring 06	<u>Facilitator</u> Principals and teachers
<u>Evaluation/Status</u> Due to budget reductions parents paid for buses for move-up day.	

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2. Professional Development

Goal Statement 2.A: Improve literacy practices

<u>Action Step 2.A.1</u> Continue and refine implementing the Fountas and Pinnell phonics program. Teachers will select specific assessments to use with the phonics lessons.	<u>Sources of Evidence</u> District Reading blitz data
<u>Timeline</u> School Year 05-06	<u>Facilitator</u> District Team
<u>Evaluation/Status</u> Benchmarks were established to help teachers to know when a student learned specific skills.	

<u>Action Step 2.A.2</u> Continue working with all students on reading comprehension strategies	<u>Sources of Evidence</u> District DRA scores
<u>Timeline</u> School Year 05-06	<u>Facilitator</u> Teachers, Reading Specialist
<u>Evaluation/Status</u> The Reading Specialist offered coaching in classrooms. Through modeled lessons, first grade teachers learned comprehension strategies and how to teach them to their students. Kindergarten teachers learned how to integrate concepts about print into their daily lessons.	

<u>Action Step 2.A.3</u> Implement a Professional Learning Community Model	<u>Sources of Evidence</u> Meeting Norms, school values and goals, team minutes, grade level SMART goals
<u>Timeline</u> School Year 05-06	<u>Facilitator</u> Entire Beal staff
<u>Evaluation/Status</u> Staff began to develop essential learning outcomes. They continued to collaborate on teaching practice and on student learning. A Beal pyramid of possibilities was formed as a visual reminder for teachers as to the steps to take to support all students in reaching benchmarks. Kindergarten teachers developed a progress report and a standards-based report card.	

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\ Goal Statement 2.B: Improve Math practices

Action Step 2.B.1 Implement Everyday Math	Sources of Evidence Full implementation
Timeline School Year 05-06	Facilitator Teachers and Principal
Evaluation/Status All teachers implemented Everyday Math. Teachers also spent three and a half professional development days with colleagues to map out the pacing of this program. A study group, led by pilot teachers, met sporadically throughout the year.	

Action Step 2.B.2 Development of math materials for students to take home and share with families	Sources of Evidence SEF and other grant funds
Timeline School Year 05-06	Facilitator Curriculum Specialist and teachers
Evaluation/Status Math bags representing each strand of math were developed and will be sent home with parents for sharing in the 06-07 school year.	

Goal Statement 2.C: Continue to implement the social curriculum including anti-bullying and the Responsive Classroom

Action Step 2.C.1 Continue with Responsive Classroom training	Sources of Evidence Agenda meeting notes
Timeline Summer 05	Facilitator Classroom Teachers: Camille Viscomi, Cara Winters, Katie Cornacchioli, Lisa Thompson, and Jennifer Miller
Evaluation/Status It was evident in each classroom that components of the Responsive Classroom helped to structure the student's day. Students were involved in forming rules and logical consequences for their classrooms.	

Action Step 2.C.2 Offer training in implementing social stories into the classroom meeting time	Sources of Evidence Fewer behavior-related incidences
Timeline School Year 05-06	Facilitator School Psychologist
Evaluation/Status This was done as needed, depending on the specific area of concern for each child.	

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<u>Action Step 2.C.3</u> Access anti-bullying lessons from media center	<u>Sources of Evidence</u> Lesson plans
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Teachers
<u>Evaluation/Status</u> These books were accessed as necessary. Teachers worked to integrate the basic tenets of the Responsive Classroom with anti-bullying strategies.	

3. Respectful Community

Goal Statement 3.A: Honor the individuality of all students through a respectful community

<u>Action Step 3.A.1</u> Continue to promote and use norms for parental expectations in regard to their involvement in their child's education	<u>Sources of Evidence</u> Updated School Handbook
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal School Council
<u>Evaluation/Status</u> There are still a few parents who are non-compliant, however the majority of families follow school rules and procedures.	

<u>Action Step 3.A.2</u> Share ideas with parents about working with their children at home	<u>Sources of Evidence</u> Web, newsletter
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal, teachers
<u>Evaluation/Status</u> Ideas were shared continually through teacher newsletters and the Beal website. Presentations by staff at PTO meetings were also offered on Responsive Classroom, Literacy, Math, Standards based reporting, and transitions.	

<u>Action Step 3.A.3</u> Continue community service activities, by involving more partnerships.	<u>Sources of Evidence</u> Photos and Videos and first grade meeting
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Teachers, Parents, Principal
<u>Evaluation/Status</u> Students collected school supplies for students affected by Hurricane Katrina. They collected food for the Worcester Food Bank, which we received recognition for. In the winter we collected mittens and hats for needy children.	

<u>Action Step 3.A.4</u> Teach students about the importance of recycling	<u>Sources of Evidence</u> Pictures of activities
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<u>Timeline</u> School year 05-06	<u>Facilitator</u> Curriculum Specialist, Teachers
<u>Evaluation/Status</u> This was integrated into daily classroom routines throughout the year.	

4. School Space

Goal Statement 4.A: Provide overall safety education to the entire Beal community

<u>Action Step 4.A.1</u> Continue to monitor transportation patterns and parent pickup	<u>Sources of Evidence</u> Signage by parking lot and at parent pick-up
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal
<u>Evaluation/Status</u> This continues to be an ongoing problem at Beal. Parents continue to drop their students off unattended. Whenever possible, the principal reminded parents face to face. Multiple reminders and notices were sent home.	

<u>Action Step 4.A.2</u> Continue to monitor cleanliness of school and continue to have consistent communication with the Department of Public Buildings	<u>Sources of Evidence</u> Periodic check-ins
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal
<u>Evaluation/Status</u> Communication and meetings were held with Bob Cox. There were also walk-throughs to check on the status of cleanliness	

<u>Action Step 4.A.3</u> Continue to be vigilant of the age of Beal School and schedule ongoing checkups to maintain the healthiest physical environment for the youngest students in the district	<u>Sources of Evidence</u> Walk-Through Appointments
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal
<u>Evaluation/Status</u> A parent worked with the custodian this year to repair the greenhouse, paint a small meeting area, and help with general playground maintenance and safety. PTO funds purchased new wood fiber for the playground.	

<u>Action Step 4.A.4</u> Carefully monitor attendance of students	<u>Sources of Evidence</u> Student Database
<u>Timeline</u> School year 05-06	<u>Facilitator</u> Principal, School Nurse

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Evaluation/Status

Power School generates an electronic letter to parents with specific dates of absenteeism. Principal and teachers remind parents of the importance of school attendance.

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Part V PLANS FOR SUBSEQUENT YEAR (2005-2006)

1. Curriculum, Instruction and Assessment

Goal Statement 1A: Maximize building resources

<u>Action Step 1.A.1</u> Resource team will be in specific classrooms to service students on IEPS & provide additional support to classroom.	<u>Sources of Evidence</u> Student literacy data
<u>Timeline</u> 06-07 school year, with more visibility in the first trimester	<u>Facilitator</u> Resource Team, principal
<u>Evaluation/Status</u>	

<u>Action Step 1.A.2</u> Consultation Model: Resource team will rotate attending student consultations.	<u>Sources of Evidence</u> Shared notebooks and lesson plans
<u>Timeline</u> Ongoing during 06-07 school year	<u>Facilitator</u> Resource Team
<u>Evaluation/Status</u>	

<u>Action Step 1.A.3</u> Tutors: Use tutors to facilitate remedial instruction	<u>Sources of Evidence</u> Literacy and DRA data
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Karen Kowaleski
<u>Evaluation/Status</u>	

<u>Action Step 1.A.4</u> Develop teams to collaborate and share assistants	<u>Sources of Evidence</u> Staff rosters
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> All staff
<u>Evaluation/Status</u>	

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Goal Statement 1B: Maximize instruction throughout the day

<u>Action Step 1.A.1</u> Use assistants for small group instruction while teacher works with small group or one-on-one.	<u>Sources of Evidence</u> Student literacy scores
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> All staff
<u>Evaluation/Status</u>	

<u>Action Step 1.B.1</u> First grade prep. periods will be in the afternoon to maintain a longer literacy block.	<u>Sources of Evidence</u> School schedule
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal
<u>Evaluation/Status</u>	

<u>Action Step 1.A.3</u> Use volunteers at lunchtime because of budgetary cuts.	<u>Sources of Evidence</u> Attendance sheets
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> PTO volunteer coordinator and principal
<u>Evaluation/Status</u>	

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Goal Statement 1C: Maintain a standards based learning environment.

<u>Action Step 1.C.1</u> Use Assessment data to plan instruction.	<u>Sources of Evidence</u> Classroom literacy data, DRA scores, and individual classroom profiles
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> All teachers, principal, Literacy Coach
<u>Evaluation/Status</u>	

<u>Action Step 1.C.2</u> Develop an assessment guide to accompany standards-based kindergarten report card	<u>Sources of Evidence</u> Benchmarks
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Teachers and principal
<u>Evaluation/Status</u>	

<u>Action Step 1.C.3</u> Evaluate kindergarten report card clarify standards as needed	<u>Sources of Evidence</u> Revised report card
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal, teachers, curriculum coordinator, Director of Literacy
<u>Evaluation/Status</u>	

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<u>Action Step 1.C.4</u> Develop Parent guides for both kindergarten and first grade standards-based report card	<u>Sources of Evidence</u> Published parent guides
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Curriculum Coordinator, teachers, principal
<u>Evaluation/Status</u>	

<u>Action Step 1.C.5</u> Develop SMART goals for each trimester based on assessment scores	<u>Sources of Evidence</u> Posted and shared goals
<u>Timeline</u> 06-07 school year, by trimester	<u>Facilitator</u> Kindergarten and grade one team
<u>Evaluation/Status</u>	

Goal Statement 1D: Refine systems for transitioning students

<u>Action Step 1.D.1</u> Ensure a smooth transition including students coming from private schools.	<u>Sources of Evidence</u> Private school teacher feedback form
<u>Timeline</u> Spring 07	<u>Facilitator</u> Principal
<u>Evaluation/Status</u>	

<u>Action Step 1.D.2</u> Investigate alternate ways to screen incoming kindergarten students due to reduced resources	<u>Sources of Evidence</u> Collected information from surrounding towns
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Volunteer committee
<u>Evaluation/Status</u>	

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2. Professional Development

Goal Statement 2A: Improve math and literacy instruction

<u>Action Step 2.A.1</u> Staff will participate in ELL training: categories I, II, III, and IV.	<u>Sources of Evidence</u> Professional development roster
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal
<u>Evaluation/Status</u>	

<u>Action Step 2.A.2</u> Management of Authentic Assessment will be addressed through faculty meetings and team collaboration.	<u>Sources of Evidence</u> Ongoing authentic assessment of students
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal, Mary Cipro, Patty Lambert
<u>Evaluation/Status</u>	

Goal Statement 2B: Continue to implement the social curriculum

<u>Action Step 2.B.1</u> Teachers will attend summer Responsive Classroom workshop.	<u>Sources of Evidence</u> Agenda and meeting notes
<u>Timeline</u> Summer 06	<u>Facilitator</u> Camille Viscomi: Grant facilitator
<u>Evaluation/Status</u>	

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3. Respectful Community

Goal Statement 3A: Honor the individuality of all students through a Respectful Community

<u>Action Step 3.A.1</u> Continue community service activities by involving more partnerships.	<u>Sources of Evidence</u> BJ's Partnerships
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal, PTO
<u>Evaluation/Status</u>	

<u>Action Step 3.A.2</u> Initiate self study for NAEYC	<u>Sources of Evidence</u> Self study forms
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal
<u>Evaluation/Status</u>	

4. School Space

Goal Statement 4A: Provide overall safety to the entire Beal community

<u>Action Step 4.A.1</u> Continue to monitor parent drop-off and pick-up	<u>Sources of Evidence</u> Observations and notes
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal
<u>Evaluation/Status</u>	

<u>Action Step 4.A.2</u> Offer through a free lottery a prime parking space in front of Beal	<u>Sources of Evidence</u> Monthly newsletter
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Leadership Team
<u>Evaluation/Status</u>	

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<u>Action Step 4.A.3</u> Monitor cleanliness of school	<u>Sources of Evidence</u> Walk throughs, staff reports
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Leadership Team
<u>Evaluation/Status</u>	

<u>Action Step 4.A.3</u> Continue to maintain a healthy environment for students and staff	<u>Sources of Evidence</u> Data
<u>Timeline</u> 06-07 school year	<u>Facilitator</u> Principal and school nurse
<u>Evaluation/Status</u>	